



SCHOOL IMPROVEMENT PLAN
2007 - 2008 SchoolYear

Platte River Academy CS
Feeder Area: Platte River Academy CS

Signature of Principal

Date

Signature of School Advisory Council

Date

Signature of Director of Schools

Date

School Mission Statement:

The Mission of Platte Rvier Academy is to provide a content-rich and academically rigorous education with a well-defined, sequential curriculum in a safe, orderly and caring environment.

Please send completed form to:

School Feeder Director

Coordinator of School Community Partnerships:

Assistant Superintendent Learning Services

DUE:

SIP Goal: Student Achievement - Reading

Platte River Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, School Advisory Council, School Data: NWEA/MAP; AIMSweb; DRA 2, Other: PRA Governing Board Goals
SMART Goal	<p>Objective 1: Ninety-five percent of second and third grade students will read at or above grade level as assessed by the Developmental Reading Assessment 2.</p> <p>Objective 2: All kindergarteners will read at or above the AIMSweb benchmarks in Early Literacy and all first graders will read at or above the AIMSweb benchmark in Reading Fluency (R-CBM)</p> <p>Objective 3: One hundred percent of all third grade students (excluding I.E.P. students) will be reading at proficient/advanced levels as measured by CSAP or at/above the 60%tile on the MAP assessment in Reading at the end-of-year.</p> <p>Objective 4: One hundred percent of fourth through eighth grade students (excluding I.E.P. students) who have been in our school for at least two years will score at proficient/advanced levels as measured by CSAP or at/above the 60%tile on the MAP assessment in Reading at end-of-year.</p> <p>Objective 5: At least 15% of the students in grades three through eight who are in at least their third year at PRA will score at the advanced level as measured by CSAP.</p>
BOE Alignment	EL 2.1 Essential Skills

Action Plan

Strategy	Continued teaching of the Open Court Reading Program in Grades K-3 with this program also being implemented in 4th grade for the 2007-08 school year for the first time. Reading materials and strategies for grades 5-8 will remain the same as in previous years.
Responsibilities of Human Resources	K-4 teachers are committed to the successful implementaiton of the Open Court Reading Program. In addition support services for reading instruction from tne reading teachers and the ISS Department are available.
Timeline	All school year
Funds/Resources	Regular General Budget for personnel, learning materials, and assessments Capital Reserve Budget in payment of Debt Service for school building and learning environment
Monitor Plan	Classroom Observations; student performance on AIMSweb, MAP, and CSAP; Mid-year review/report to Governing Board and SAC
Results Analysis Recommendations	

SIP Goal: Student Achievement - Writing

Platte River Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, School Advisory Council, Other: Governing Board Goal
SMART Goal	Objective 1: Eighty-five percent (85%) of third through eighth grade students who are in at least their second year at PRA will score at proficient or advanced as measured by CSAP. Objective 2: Twenty percent (20%) of third through eighth grade students who are in at least their third year at PRA will score at the advanced level as measured by CSAP.
BOE Alignment	EL 2.1 Essential Skills

SIP Goal: Student Achievement - Math

Platte River Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, School Advisory Council, School Data: MAP (Measuring Academic Progress), Other: Governing Board Goal
SMART Goal	<p>Objective 1: Eighty-five (85%) percent of students in grades seventh and eighth who are at least in their third year at PRA (excluding IEPs) will score proficient or above on the CSAP in math or will score at/above the 60%tile on MAP. At least thirty (30%) percent of each grade will score at an “advanced” level and no one will score "unsatisfactory".</p> <p>Objective 2: Ninety percent of students in third through sixth grades who have been at PRA for at least two (2) years will score proficient or above in math as measured by CSAP or score at/above the 60%tile on MAP.</p> <p>Objective 3: Forty percent of third through eighth grade students who are in at least their second year at PRA will score at advanced levels in as measured by CSAP.</p>
BOE Alignment	EL 2.1 Essential Skills

**SIP Goal: 7th and 8th Grade Specials, Electives, and World Languages
Platte River Academy CS 2007 - 2008**

Category	Student Learning
Origin(s)	School Advisory Council, Parent Survey
SMART Goal	<p>The School Leadership working with the PRA Curriculum Committee will review the specials and elective program that is currently offered the 7th and 8th graders to:</p> <ol style="list-style-type: none"> 1. Determine its comparability with the specials and elective program at the neighborhood middle school in DCSD. 2. Make a connection between what is or should be offered given the school's original charter and its mission. 3. Establish the financial feasibility of just how "competitive" PRA can be with the neighborhood middle school with specials/elective offerings. 4. Ensure that what classes are offered have identified course goals/objectives and measures(s) of student performance. 5. Create a course catalogue for 2008-09 offerings to be provided to parents/students. 6. Reinforce the desirability that Specials (Art, Music, PE, and Technology) support Core Knowledge content at this level.
BOE Alignment	G 1.4 Application of Learning EL 2.3 Exposure of the Fine Arts

Action Plan

Strategy	<p>A. School administration and Curriculum Committee will work collaboratively on the timeline to meet these goals.</p> <p>B. School administration reviews with the Governing Board the expectations for the extent and breadth of electives based on the original charter, school mission, and financial feasibility.</p>
Responsibilities of Human Resources	<p>Principal Assistant Principal Teachers (Specials, Electives, World Languages, 7th/8th Grade) Curriculum Committee SAC Governing Board</p>
Timeline	As determined by School Administration and the Curriculum Committee
Funds/Resources	Instructional budget from PPR
Monitor Plan	Report to SAC in February and April of 2008
Results Analysis Recommendations	

SCHOOL ADVISORY COUNCIL MEMBERSHIP

Platte River Academy CS

2007 - 2008

Representation of Community: The School Advisory Council should follow the membership and election guidelines as set forth by state statute and in alignment with SAC Bylaws, Article IV (Membership).

<i>Voting Members:</i>		<i>Name(s):</i>
1	Administrator (1 required)	Dr. Gerald Stueven
1	Teacher (1 required)	Michelle Hedge
3	Parents (3 required)	Janelle Jones; Debbie Goodiel; Randy Richeson
1	Parent/Teacher/Student Organization (1 required)	Diana Simpson
1	Business Person from the Community (1 required)	Ken Nollsch
<i>Non-Voting Members (at-large members):</i>		<i>Name(s):</i>
	Staff (Administrator/Teacher/Classified)	
4	Parent(s)	Heidi Despres; Allison Filippone; Michael Phillips; Ron Rosenberg
	Student(s)	
	Other	

Describe the process used to elect the parent representatives: Parent members must be elected by a vote of the parents and legal guardians enrolled in the school.

This year (2007-08) is a transition for meeting this requirement "by the letter" due to PRA being a Charter School. The voting members for this year were self-nominated, but were approved by a vote of the Governing Board who represent the PRA parent community. The faculty rep was affirmed by a voice vote of the faculty. Late in the 2007-08 school year there will be a community election that will vote for the membership of SAC for the 2008-09 school year.

Meetings: Regular meetings of the SAC shall be held at least annually. What SAC meeting dates have been determined for the coming school year?

The PRA School Advisory Council has a set date/time to meet on the 1st Thursday of each month at 6:00 pm in the school library. Unless other wise communicated/rescheduled these are set to be: 8/2/07; 9/6/07; 10/4/07; 11/15/07; 12/6/07; Jan. 2008 (TBA); 2/7/08; 3/6/08; 4/3/08; 5/1/08. The Survey Improvement Team (SIT), a sub-committee of the SAC, will be meeting throughout the fall and winter in preparation for the Annual Parent Survey.

SCHOOL ADVISORY COUNCIL MEMBERSHIP (cont.)

Platte River Academy CS

2007 - 2008

School Improvement Plan: Describe the process used to effectively involve your SAC in the development/adoption of the School Improvement Plan (must be authored by the SAC Chair and approved by the SAC at-large).

The SIP for 2007-08 will be a continuation of the 2006-07 SIP, especially for the Learning Goals. The creation of SIP Learning Goals begins with the school leadership/ administration and then is reviewed/discussed with the SAC at which time these goals are modified (if necessary). The SAC originates other goals for consideration based on the annual parent survey. The Governing Board subsequently provides its endorsement at an official meeting.

Communication with District Committee: Effective communication should be maintained between the School Advisory Council and the District Advisory Committee.

The name of your DAC Liaison is: Randy Richeson. Dr. Stueven attends, as well, any DAC forums.

SAC Criteria Assessment

Platte River Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
Adopt Bylaws: <i>Are bylaws reviewed and approved annually?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC Adopts Bylaws. 			
SAC Membership/Election: <i>Is the membership/election/appointment of SAC members in compliance with state statute?</i>			3.5
<i>Criteria:</i> <ul style="list-style-type: none"> • Three parent reps are elected by a vote of the parents of students enrolled in the school. • One teacher representative is elected by a vote of all licensed professionals. • Appointment of a business person from the community, the school administrator, and representative from the parent organization. • No more than three members on the seven-member Council are employees of the school district. 			
SAC Quarterly Meeting: <i>Does SAC have the required meetings and follow all procedures as outlined in the SAC Bylaws?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • Meeting calendar is established at the first meeting of the school year. • The meeting calendar reflects at least four meetings for the year. • The SAC follows the Open Meetings law. 			
School Goals, Objectives, and Improvement Planning: <i>Does the SAC adopt high but achievable goals and objectives for the improvement of education in its building and adopt a plan to improve educational achievement in the school to implement methods of maximizing graduation rates and to increase the ratings for the schools accreditation category?</i>			3.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC members have an understanding of the school profile, to include attendance, discipline, demographics of student population, vision and mission of the school, performance on special needs, exceptional and language minority students, CSAP, Adequate Yearly Progress, and other data used by the school to determine student achievement progress. • SAC members participate in the discussion of priorities for the SIP. • SAC members have a basic understanding of the strategies that will be used to accomplish goals, as well as how goals will be measured. • SAC members receive updates throughout the year that indicates progress towards the goals. 			

SAC Criteria Assessment (cont.)

Platte River Academy CS

2007 - 2008

<p>Budget Prioritization: <i>Does the SAC make recommendations to the principal relative to the prioritization of the school budget, to include grant monies and School Improvement funds?</i></p>			4.0
<p><i>Criteria:</i></p> <ul style="list-style-type: none"> • SAC members have an understanding of the school budget process. • SAC members have opportunity to make recommendations relative to the prioritization of funds and to see that the budget requests are tied to student learning objectives as stated in the SIP, as well as the School Improvement funds (override funds). • SAC members receive updates on grants received as well as state and federal funds. 			
<p>Report to the Community: <i>Does the report to students and parents on educational performance of the school provide data for the appraisal of such performance (i.e., review the school-authored report to the community)?</i></p>			4.0
<p><i>Criteria:</i></p> <ul style="list-style-type: none"> • SAC agendas reflect discussion on this topic at least quarterly. • The SAC advised the principal about what info/format should be included with the Colorado State Accountability Report. • Revisions are considered, as appropriate. 			
<p>Safety: <i>Does the SAC discuss safety issues related to the school environment?</i></p>			4.0
<p><i>Criteria:</i></p> <ul style="list-style-type: none"> • SAC agendas reflect discussion on this topic at least quarterly. • SAC recommends actions for improvement, and monitors the measurement(s) used to indicate improvement. 			
Average Score			3.79

School Systems Check

Platte River Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
Leadership: This category examines how the school's leadership addresses the school's core values, directions and performance expectations as well as a focus on stakeholders and student learning.			
1. We collaboratively develop a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.			4.0
2. We utilize continual improvement principles and practices.			3.5
3. We provide skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, civil, and healthy environment.			4.0
School Goal Setting - This category examines how the school develops SMART goals and strategies to meet those goals and action plans. Also examined are how the school implements the goals and action plans and measures progress.			
4. We define measurable goals focused on improving student learning.			3.0
5. We align school goals to the requirements of the students and stakeholders.			4.0
6. We align grade level, department and classroom action plans to school goals.			4.0
7. We monitor and communicate progress toward school learning goals.			4.0
Student and Stakeholder Focus - This category examines how your school determines requirements, expectations, and preferences of students, stakeholders and markets.			
8. We work to build positive relationships with customers of the school.			4.0
9. We monitor student and stakeholder dissatisfaction.			3.0
Information and Analysis - This category examines how your school selects, gathers, and analyzes, manages and improves its data, information and knowledge.			
10. We employ effective decision making that is data driven, research based and collaborative related to student performance.			4.0
11. We use student achievement data to compare school performance to other schools in the district, feeder area and state over time.			4.0
Staff Focus - This category examines how your school's work systems and faculty and staff learning and motivation enable faculty and staff to develop to their full potential.			
12. We have systems to recognize and reward student contributions toward achieving school goals.			4.0
13. We build skills and capacity for improvement through comprehensive and ongoing professional development focused on student achievement goals.			3.0
14. We create conditions that support productive change and continuous improvement.			4.0

School Systems Check (cont.)

Platte River Academy CS

2007 - 2008

15. We foster building community and working relationships within the school.			4.0
16. We dialogue with colleagues in vertical and articulation groups about student learning in relation to standards and checkpoints and engage in collaborative action to improve student performance across all groups.			3.0
Process Management - This category examines the key aspects of your school's key processes, including key learning centered processes and key support processes.			
17. We use the PCTR cycle to improve school processes.			
18. We use quality tools to monitor and improve learning and support processes.			3.0
19. We communicate to suppliers to ensure success.			4.0
20. We use a plus/delta to evaluate school work and use the information to make improvements.			
21. Implements a Quality Curriculum - The taught curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.			4.0
22. Ensures Effective Implementation and Articulation of the Curriculum - The curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning helb by teachers at each grade level, parents and community members.			4.0
23. Evaluates and Renews the Curriculum - There is a systematic process in place for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.			4.0
24. Aligns Instruction with Goals and Expectations for Student Learning - Instructional strategies and learning activities are aligned with the goals and expectations for student learning.			4.0
25. Employs Data-Driven Instructional Decision-Making - The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making.			4.0
26. Actively Engages Students in their Learning - Students engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing both essential knowledge and skills for student learning and higher order thinking skills.			4.0
27. Expands Instructional Support for Student Learning - Students are provided with a variety of opportunities to receive additional assistance to improve their learning beyond initial classroom instruction.			4.0

School Systems Check (cont.)

Platte River Academy CS

2007 - 2008

28. Clearly Defines the Expectations for Student Learning to be Assessed - Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.			4.0
29. Establishes the Purpose of the Assessment - Assessments arise from and are specifically designed to serve instructional purposes specified by the users of the results of the assessments.			4.0
30. Selects the Appropriate Method of Assessment - Assessments are developed using a method that can accurately reflect the intended goals for student achievement and serve the intended purpose.			4.0
31. Collects a Comprehensive and Representative Sample of Student Achievement - The student learning assessment system provides for the collection of a comprehensive and representative sample of student achievement and yield generalizable results.			4.0
32. Develops Fair Assessments and Avoids Bias and Distortion - Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.			4.0
33. Student Ownership of Learning - Students understand what they are expected to know and be able to do and can articulate in specific terms what it means to reach the standards or checkpoints.			3.0
34. Student Ownership of Learning - Students can describe where they are in regard to the standards and know what they need to improve to achieve it.			2.0
School Results - This category examines your school's results and improvement in key areas: student achievement, staff focus, stakeholder focus, process management and leadership.			
35. School performance in all areas is improving compared to past performance.			4.0
36. School performance is improving compared to similar schools.			4.0
Average Score			3.75

District Core Values Self-Assessment

Platte River Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
I practice Educational Excellence by setting high expectations as the focus of everything I do. I challenge all people to acquire a foundation of knowledge and academic skills, and to achieve their highest potential.			4.0
I practice Human Diversity by valuing varied beliefs and backgrounds that strengthen a public education system. I respect differences that contribute to a better society for all human beings.			4.0
I practice Individual Potential by letting individuals develop within an environment that nurtures intellectual, social, emotional, physical, and aesthetic growth.			4.0
I practice Lifelong Learning because education is a process that begins at birth and continues throughout life. I foster curiosity, motivation and the desire to learn that extends beyond school settings.			4.0
I practice Productive Effort by pursuing greater knowledge and more powerful thinking. This demands hard work, perseverance and commitment.			4.0
I practice Shared Responsibility because success for each child is truly dependent upon a partnership among parents, students, staff and community members. It is characterized by mutual commitment and collaborative effort.			4.0
I practice Ethical Behavior . My actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect.			4.0
I practice Continuous Improvement by allowing my systems and processes to be subject to continual scrutiny and improvement. I am recognized for management by fact, results focus, and a long range outlook.			4.0
Average Score			4.00

Educational Technology Information Literacy Self-Assessment

Platte River Academy CS 2007 - 2008

Scale: 3=Highly Effective, 2=Effective, 1=Getting Started		2005 - 2006	2006 - 2007	2007 - 2008
LMS=Certified Media Specialist		ICRT=Instructional Computer Resource Person		Team=Instructional Team ~ Librarian, IT
Collaboration				
3	The LMS/CRT and classroom teachers collaboratively plan instructional activities that result in co-teaching . Providing a wide range of ideas and activities that support student learning and understanding, strengthening instructional units.			2.0
2	The LMS/ICRT interact with classroom teachers in coordinating instructional activities that are taught separately .			
1	The LMS/CRT cooperates with teachers and students providing a variety of resources and services.			
Instruction/Planning				
3	The LMS/CRT and classroom teacher extensively demonstrate and incorporate information literacy and technology content knowledge into a wide variety of collaboratively planned lessons across the curriculum .			2.0
2	The LMS/CRT and classroom teacher demonstrate information literacy and technology content knowledge and occasionally incorporate it into lessons taught.			
1	The LMS/CRT and classroom teacher demonstrate information literacy and technology content knowledge, and are beginning to incorporate that knowledge into lessons taught in the LMC/lab/classroom.			
Instruction/Delivery				
3	The team presents information literacy and technology instruction consistently and uses a variety of methods of presentation to make the lessons rich with learning, enabling students to become independent learners.			3.0
2	The team sometimes presents information literacy and technology content and uses active learning strategies.			
1	The team is beginning to present information literacy and technology content.			

Educational Technology Information Literacy Self-Assessment (cont.)
Platte River Academy CS **2007 - 2008**

Instruction/Technology			
3	The team teaches students and staff how to use the most effective questions, search strategies, and resources for their learning needs using the most appropriate technology (including books). The team is always searching for new ways to use current and emerging technology to enhance the learning experience for students. The team shares this knowledge with others in the school and district.		3.0
2	The LMS/ICRT teaches students and staff how to effectively use the Spectrum catalog, district databases, the internet and other technology resources. The team uses technology appropriately in the course of teaching and seeks new strategies that will enhance student achievement.		
1	The LMS/CRT introduces students and staff to the Spectrum catalog, district databases and electronic programs as effective research tools. The team is beginning to use technology appropriately.		
School Wide ETIL Research Process			
3	The team fosters a common research process model throughout the school to allow students to refine and retain their information management skills.		3.0
2	The team explores the use of a limited number of research process models when planning projects.		
1	The team is beginning to have an awareness of research process models and use a common language in planning and teaching ET-IL curriculum.		
Technology Skills			
3	Students and staff use the appropriate technology for lessons on a regular basis.		3.0
2	Technology tools are taught only in the computer labs and are used by students and staff only at assigned times.		
1	Technology tools are used sporadically by some staff and students.		
Ethical Use of Resources			
3	Students and staff understand and use appropriate technology in ethical ways related to their work .		3.0
2	Students and staff use many of the technology resources available to them. They are aware of ethical issues and what it means to be a responsible user.		
1	Students and staff are just becoming familiar with the technology resources available in their schools.		

Educational Technology Information Literacy Self-Assessment (cont.)
Platte River Academy CS **2007 - 2008**

Safe Use of Resources			
3	Students and staff understand and use appropriate technology in safe ways related to their work.		3.0
2	Students and staff use many of the technology resources available to them. They are aware of safety issues.		
1	Students and staff are just becoming familiar with the technology resources available in their schools.		
Average Score			2.75

ASSESSMENT MATRIX

Platte River Academy CS

2007 - 2008

Grade K	District	School
Reading	DRA 2 EPR Reading	DRA 2 AIMSweb
Writing	EPR Writing	
Mathematics	EPR Math	
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 1	District	School
Reading	DRA 2 EPR Reading	DRA 2 AIMSweb
Writing	EPR Writing	
Mathematics	EPR Math	
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 2	District	School
Reading	DRA 2 EPR Reading	DRA 2 AIMSweb NWEA/MAP
Writing	EPR Writing	
Mathematics	EPR Math	NWEA/MAP
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 3	District	School
Reading	DRA 2 CSAP EPR Reading	CSAP DRA 2 AIMSweb NWEA/MAP
Writing	CSAP EPR Writing	CSAP
Mathematics	CSAP EPR Math	CSAP NWEA/MAP
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge

ASSESSMENT MATRIX (cont.)

Platte River Academy CS

2007 - 2008

Other	CogAT	
Grade 4	District	School
Reading	CSAP EPR Reading	CSAP AIMSweb NWEA/MAP DRA 2
Writing	CSAP EPR Writing	CSAP
Mathematics	CSAP EPR Math	CSAP NWEA/MAP
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 5	District	School
Reading	CSAP EPR Reading	CSAP NWEA/MAP
Writing	CSAP EPR Writing	CSAP
Mathematics	CSAP EPR Math	CSAP NWEA/MAP
Science/Soc Studies	CSAP EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 6	District	School
Reading	CSAP EPR Reading	CSAP NWEA/MAP
Writing	CSAP EPR Writing	CSAP
Mathematics	CSAP	CSAP NWEA/MAP
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge
Other		
Grade 7	District	School
Reading	CSAP	CSAP NWEA/MAP

ASSESSMENT MATRIX (cont.)

Platte River Academy CS

2007 - 2008

Writing	CSAP	CSAP
Mathematics	CSAP	CSAP NWEA/MAP
Science/Soc Studies		
Other		
Grade 8	District	School
Reading	CSAP	CSAP NWEA/MAP
Writing	CSAP	CSAP
Mathematics	CSAP	CSAP NWEA/MAP
Science/Soc Studies	CSAP	
Other		

COMMUNICATION PLAN

Platte River Academy CS

2007 - 2008

What do they need to know?	School and Classroom Calendars, Events, and Schedules
Who needs to know?	Parents, PRA employees, Students, Community-at-large
How will it be communicated?	Weekly PRA Newsletter E-announcements sent by email via TeacherEase Classroom/Teacher Websites Notices sent home with students in Thursday Folders
How often?	Weekly or as needed
Who is responsible?	Volunteer Coordinator, Office Staff, Teachers

What do they need to know?	Meeting Dates/Times for Governing Board and School Advisory Council
Who needs to know?	PRA Parents PRA Faculty PRA Staff
How will it be communicated?	PRA Newsletter E-announcement by email via TeacherEase Posted Agendas (48 hours in advance in lobby, front bulleting board, and website) Posted Meeting Minutes (Posted on website as approved) Notices sent home with students via Thursday Folders
How often?	As needed to inform of the monthly meeting/agenda
Who is responsible?	Secretary, Governing Board Secretary, SAC Principal's Secretary, Office Manager

What do they need to know?	PTO Activities and Fundraisers
Who needs to know?	PRA Parents PRA Faculty and Staff PRA Students
How will it be communicated?	PRA Newsletter Special Notices sent home with students via Thursday Folders
How often?	As needed
Who is responsible?	PTO President Volunteer Coordinator

Summary of Goals

Platte River Academy CS

2007 - 2008

Title	Student Achievement - Reading
Category	Student Learning
Origin(s)	CSAP Data, School Advisory Council, School Data: NWEA/MAP; AIMSweb; DRA 2, Other: PRA Governing Board Goals
SMART Goal	<p>Objective 1: Ninety-five percent of second and third grade students will read at or above grade level as assessed by the Developmental Reading Assessment 2.</p> <p>Objective 2: All kindergarteners will read at or above the AIMSweb benchmarks in Early Literacy and all first graders will read at or above the AIMSweb benchmark in Reading Fluency (R-CBM)</p> <p>Objective 3: One hundred percent of all third grade students (excluding I.E.P. students) will be reading at proficient/advanced levels as measured by CSAP or at/above the 60%tile on the MAP assessment in Reading at the end-of-year.</p> <p>Objective 4: One hundred percent of fourth through eighth grade students (excluding I.E.P. students) who have been in our school for at least two years will score at proficient/advanced levels as measured by CSAP or at/above the 60%tile on the MAP assessment in Reading at end-of-year.</p> <p>Objective 5: At least 15% of the students in grades three through eight who are in at least their third year at PRA will score at the advanced level as measured by CSAP.</p>
BOE Alignment	EL 2.1 Essential Skills

Title	Student Achievement - Writing
Category	Student Learning
Origin(s)	CSAP Data, School Advisory Council, Other: Governing Board Goal
SMART Goal	<p>Objective 1: Eighty-five percent (85%) of third through eighth grade students who are in at least their second year at PRA will score at proficient or advanced as measured by CSAP.</p> <p>Objective 2: Twenty percent (20%) of third through eighth grade students who are in at least their third year at PRA will score at the advanced level as measured by CSAP.</p>
BOE Alignment	EL 2.1 Essential Skills

Title	Student Achievement - Math
Category	Student Learning

Summary of Goals (cont.)

Platte River Academy CS

2007 - 2008

Origin(s)	CSAP Data, School Advisory Council, School Data: MAP (Measuring Academic Progress), Other: Governing Board Goal
SMART Goal	<p>Objective 1: Eighty-five (85%) percent of students in grades seventh and eighth who are at least in their third year at PRA (excluding IEPs) will score proficient or above on the CSAP in math or will score at/above the 60%tile on MAP. At least thirty (30%) percent of each grade will score at an “advanced” level and no one will score "unsatisfactory".</p> <p>Objective 2: Ninety percent of students in third through sixth grades who have been at PRA for at least two (2) years will score proficient or above in math as measured by CSAP or score at/above the 60%tile on MAP.</p> <p>Objective 3: Forty percent of third through eighth grade students who are in at least their second year at PRA will score at advanced levels in as measured by CSAP.</p>
BOE Alignment	EL 2.1 Essential Skills

Title	7th and 8th Grade Specials, Electives, and World Languages
Category	Student Learning
Origin(s)	School Advisory Council, Parent Survey
SMART Goal	<p>The School Leadership working with the PRA Curriculum Committee will review the specials and elective program that is currently offered the 7th and 8th graders to:</p> <ol style="list-style-type: none"> 1. Determine its comparability with the specials and elective program at the neighborhood middle school in DCSD. 2. Make a connection between what is or should be offered given the school's original charter and its mission. 3. Establish the financial feasibility of just how "competitive" PRA can be with the neighborhood middle school with specials/elective offerings. 4. Ensure that what classes are offered have identified course goals/objectives and measures(s) of student performance. 5. Create a course catalogue for 2008-09 offerings to be provided to parents/students. 6. Reinforce the desirability that Specials (Art, Music, PE, and Technology) support Core Knowledge content at this level.
BOE Alignment	G 1.4 Application of Learning EL 2.3 Exposure of the Fine Arts